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FACULTY HANDBOOKS RESTUDIED.

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FACULTY HANDBOOKS AT 44 CALIFORNIA AND ARIZONA JUNIOR COLLEGES WERE ANALYZED, AND THE RESULTS WERE COMPARED WITH FINDINGS OF A 1961 STUDY (ERIC DOCUMENT JC 660 442). WHILE SUCH HANDBOOKS HAVE BECOME MORE COMPREHENSIVE AND DIVERSE, AND WHILE THEIR CONTENTS REFLECT NEW DIMENSIONS IN JUNIOR COLLEGE EDUCATION, THEY HAVE BECOME INCREASINGLY STANDARDIZED AND STEREOTYPED. LEGAL TERMINOLOGY HAS OFTEN REPLACED SIMPLER, MORE READABLE EXPLANATIONS, AND THE HANDBOOKS TEND TO RESEMBLE POLICY MANUALS, WITH FREQUENT QUOTATIONS FROM STATE LEGAL CODES. HANDBOOKS IN BOTH STUDIES GAVE MAXIMUM ATTENTION TO PROCEDURAL, PROFESSIONAL, AND GENERAL REGULATORY MATTERS. THOSE WHO PREPARE FACULTY HANDBOOKS SHOULD GIVE ATTENTION TO (1) THE VALUE OF EACH TOPIC TO THE FACULTY, (2) INTEREST AND SUCCINCTNESS, (3) LOGICAL ORGANIZATION, (4) USE OF UNDERSTANDABLE TERMS, ESPECIALLY FOR THE NEW TEACHER, (5) EASY REFERENCE, AND (6) LIBERAL USE OF ILLUSTRATIONS, CHARTS, AND GRAPHS. THE AUTHOR IDENTIFIES HANDBOOKS WITH UNIQUE OR EXTENSIVE COVERAGE OF SPECIFIC TOPICS. THIS ARTICLE IS A REPRINT FROM THE "JOURNAL OF SECONDARY EDUCATION," VOLUME 41, NUMBER 7, NOVEMBER, 1966. (WO)

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*Faculty Handbooks Restudied**

FREDERICK C. KINTZER

The faculty handbook has in recent years become one of the most comprehensive and influential publications produced by secondary schools and colleges, alike. Frequently the first document after the general catalog announcement of classes to be developed by a new institution, the handbook provides a broad background for new staff members—their duties and privileges—and a general reminder to returning faculty of their obligations and relationships. Although as a rule heavily documented with college policies and procedures, this guide for the teaching staff is properly less formal and more readable than the board policy manual—the institutional rule book.

Various types of handbooks may be found in schools and colleges. Eight types—each designed for a particular group—are represented in the UCLA Laboratory in Junior College Administration. In addition to manuals for regular faculty, are publications aimed at extended day (evening) teachers, classified employees, faculty advisors, new faculty, academic counselors, technical-vocational counselors and manuals on Student Personnel Services. Specialization is indeed one of the significant developments in manual writing. Paucity of information, however, limits a discussion of this rapidly growing medium of internal communication. This is especially true in the junior college.

WHILE considerable attention in the literature on written communication is given to the preparation of manuals, practically all of it pertains to business and industrial bulletins. Comparatively little material is published on handbooks for teachers. One of the few sources available on junior college faculty handbooks appeared as a monograph under the title, *Faculty Handbooks in California Public Junior Colleges* (Junior College Leadership Program, Occasional Report No. 1), Los Angeles: University of California, Los Angeles, 1961. Answers were sought to such questions as: How does one go about developing a junior college faculty handbook? For whom is it actually written? What information is typically found in such a publication? How may the average handbook be improved?

Reactions from a number of junior college administrators suggest that a follow-up study is now needed. Primarily as a result of such suggestions, an analysis of handbooks from forty-four of the original fifty-one schools has recently been completed. This report is a comparison of the two analyses made five years apart. Trends in content emphases are briefly discussed and suggestions are offered to those who have responsibilities for starting or updating a junior college faculty handbook or a similar document for a secondary school staff.

There is considerable evidence to indicate that these publications have since 1960-1961 become more comprehensive—a direct reflection of the growth in size and complexity of junior colleges. Several topics found in newer editions reflect new dimensions in junior college education: "Interns and Assistants," "Teacher Exchange," and "Institutional Re-

* The reader's attention is called to the list of effectively prepared sections in the latest faculty handbooks. We trust that administrators of institutions represented will be interested in receiving inquiries.

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search." Others are for many of the nation's public junior colleges topics of growing controversy: "Academic Senate," Academic Freedom," "Professional Rank," and "Non-resident Tuition." Faculty pressure for greater institutional policymaking responsibilities, status of the two-year college as an institution of higher learning, and financing the "Open Door College" are examples of interrelated issues reflected in these topics.

UNFORTUNATELY however, the treatment of topics in faculty handbooks—particularly those for junior college teachers—has become increasingly standardized and stereotyped. Policies stated in legal terminology have all too frequently replaced simpler more readable explanations. Both sets of handbooks, 1960-1961 and 1965-1966, emphasize information pertaining to general regulations and procedural as well as professional information for faculty. Both groups tend also to minimize student body information, probably because each institution publishes a handbook for students.

Like their 1960-1961 counterparts, 1965-1966 faculty handbooks give maximum attention to procedural, professional and general regulatory matters. Seven topics—all dealing with operational matters with which members of the teaching staff are frequently concerned—rank among the top ten in both sets of handbooks. "Admission and Attendance," "Grading System," "Accidents (faculty and students)," "Audio-Visual Services," "Field Trips," "Library Regulations," and "Emergencies (civil defense plans, etc.)." This pattern, pronounced in both investigations, is consistent with the purposes often stated in opening sections of handbooks, such as this introductory statement in the Compton College Faculty Handbook:

> "This faculty handbook is a guide to administrative organization of the College and a statement of operating procedures. It is designed to clarify routines and educational procedures, methods of budgeting and requisitioning, control of supplies, identification of committees, duties and responsibilities, and the proper forms necessary in the transaction of college business. It is, in fact, a statement of administrative policy."

Newer editions of faculty handbooks include more information about more things. The significant increase in the number of widely used topics is an illustration of this shift toward greater comprehensiveness. A greater variety of widely-mentioned topics in current handbooks is also evident. While discussion in both sets of documents is largely confined to three broad areas, general regulations and procedural and professional information for the faculty, the recent analysis reveals that the most frequently used topics are scattered among all eleven divisions. Responsibilities of the regular faculty, bookstore services, health services, student conduct, and curriculum development are, for example, now found in most of the documents. The last-named topic actually increased in usage from 21 per cent of the 1960-1961 handbooks to 52 per cent of the current set. In fact, increases in the number of widely-used topics are, in the current analysis, recorded in nine of the eleven divisions or categories. Diversification as well as comprehensiveness seems to be a trend in handbook content. Handbooks are becoming larger and more complex.

California junior college faculty handbooks were, in the 1961 analysis, characterized as individualistic documents "with 'per-

sonalities' of colleges and of the communities they serve." There are indications that 1965-1966 editions are less individualistic in both the type of information provided and the style in which topics are presented. While differences are to be found throughout the documents, much of the institutional or community oriented material in newer documents is often appended to the basic compilation or included in introductory information about the institution—community background and district organizational developments. A clear sign of increasing standardization—lessening individuality—is illustrated in the heavy use of quotations from sections of the *California Administrative Code, Title Five.* While only two of fifty-one handbooks studies in 1961 carried *Code* references, twenty-seven of forty-four recently analyzed utilized the official language of *Administrative Code* provisions. Standard interpretation of rights and privileges of staff and students as set forth either by legislation or State Board of Education ruling is, for junior colleges in California and elsewhere, rapidly becoming a way of life. Dominated by an oversized state rule book, California junior college faculty handbooks, formerly characterized by greater informality of style and general readability, are in some danger of being replaced by a series of policy statements typical of an institutional board policy manual.

Attempts to personalize and informalize the handbook—to avoid as far as possible in this publication the stilted terminology of the law—are fortunately identifiable. The Preface to the Faculty Handbook of San Bernardino Valley College includes this statement:

> "This handbook is not to be interpreted as a general handbook or set of college by-laws; rather this faculty handbook describes the activities of the Board of Trustees, Administration, business operations, and student personnel while summarizing existing Board policies as related directly to the faculty member and instruction. The faculty member is encouraged to use the information contained herein as a point of departure in learning to better understand his own college. The faculty member is advised to also review the Bibliography at the rear of this handbook for a list of supporting publications."

A SECOND sign of increasing standardization and lessening individuality is the apparent abandonment of the faculty handbook in favor of a single publication—a policy manual. Three California junior colleges have, at least temporarily, given up the former publication. Others indicate by format that the handbook is merely a smaller version of the manual. Both publications, we urge, are needed to insure optimum understanding of the total college program.

The faculty handbook may differ from, but yet support, the board policy manual by (1) offering those rules and regulations (which implement board of trustees policies) dealing primarily with responsibilities and privileges of the teaching staff, (2) providing advice and suggestions in a more informal and personal style on a variety of matters not necessarily governed by policy, (3) answering frequently asked questions, and (4) making use of graphs, charts and even photographs to introduce the institution to new teachers and to remind the more experienced faculty of services, routines, etc. Handbooks of this type may, in Redfield's words, include "their share of rules of conduct and conditions of employment," but, at best, they attempt to identify

more closely a staff member to his institution and to enhance the standing of each individual.

Usability remains, however, the overriding goal of a faculty handbook committee. To assure maximum use, a publication must command the interest of individuals to whom it is directed. For best reception, the material should be clearly understandable. While it probably cannot approach the brevity and simplicity of the usual industrial employee handbook, a manual for teachers can and should be appealing.

Reference was made earlier to four new items which reflect issues in junior college education: "Academic Senate" (a subtitle of "Faculty Organizations and Professional Associations"), "Academic Freedom," "Professional Rank," and "Non-resident Tuition." While none of these was mentioned in a majority of the 1965-1966 handbooks, information on the first topic, "Academic Senate," as distinguished from other faculty organizations, was included in eighteen of the documents which referred at all to faculty organizations.

Frequently found as an attachment under "Academic Senate" or "Faculty Senate," nine institutions specifically present the constitution or charter of an organization called the "Senate." Many California junior colleges have, since the passage of enabling legislation by the 1963 State Assembly and Senate, reconstituted existing faculty organizations or created new "Senates."

A significant number of California junior college faculty members seem determined to participate in institutional policy-making on terms similar to university and senior college bodies. Will a university-oriented faculty senate best serve the junior college? There is considerable doubt that an academically-oriented senate is sufficiently flexible to serve a comprehensive institution. Junior college faculty senates, nevertheless, are rapidly forming in California two-year colleges.

A TOPIC which particularly for new staff would carry obvious significance—"Employment and Orientation of Faculty"—is still given only minor consideration in the 1965-1966 set of faculty handbooks. Unidentified as a specific item in the first study, this topic is found in just twelve of the forty-four current documents. It is interesting to note that a junior college not in the current study—Phoenix College, Arizona—publishes a separate "Faculty Orientation Handbook." Orientation of new faculty should have a priority place in a faculty handbook.

Another item—"Foreign Students"—which received scant attention in both sets of handbooks represents a rapidly growing responsibility of junior colleges everywhere. In 1964, California public junior colleges enrolled 1,778 foreign students. Twelve institutions had 50 or more foreign students. Pasadena City College, for example, reported 151.

Two-year colleges, particularly because of their technical-vocational programs and strong academic programs are, as the Wilsons point out, destined to receive a much larger proportion of American foreign students than they do now. Policies stipulating the educational opportunities of foreign students should be included in every junior college board policy manual. Implementing rules, which clearly concern members of the teaching staff, should indeed be placed in faculty handbooks. "Without an adequately conceived policy (for foreign students), wastage

of efforts and neglect of opportunities are almost certain to result."

It is interesting to note that one of the early California junior colleges, Yuba College, and one of the most recent, West Valley College, offer the most extensive information regarding foreign students. Yuba College Faculty Handbook contains "The Official Manual for Foreign Students." Approved by the Foreign Student Council, this special document provides extensive information on special counseling, supervision of foreign students' programs, and the work of the Council, itself. West Valley College sends an orientation booklet to each foreign student tentatively accepted. The Committee on Foreign Students acts as a screening group on applications.

To summarize content emphases of the two sets of California public junior college faculty handbooks, latest editions, like the earlier publications, emphasize information on operational matters which members of the regular teaching staff need to know to discharge effectively basic responsibilities. Although recent handbooks discuss a larger number of topics in greater detail, they tend to be less individualistic in the treatment of these topics than earlier editions. Discussions also show an increasing tendency toward formality and standardization. While these characteristics, for reasons described, are apt to assume greater importance in the preparation of future manuals, too much formalizing and standardizing of material will undoubtedly impede usefulness. The faculty handbook is, after all, of little value if it is not accepted and used by the group for which it is designed—the teaching staff of a particular institution. The chief administrator should encourage use of this document by making it a basis for frequent staff discussions. Constant dialogue is a reliable technique for assuring wide understanding and uniformity of interpretation. The development of a faculty handbook ought to be a community venture—a working partnership. Faculty committees should indeed be active in selection and preparation of material. It is advisable, however, to hold one individual responsible for the completed production.

THOSE responsible for the preparation of a faculty handbook should give prime consideration to these questions: (1) Of what value is the discussion of a particular topic to members of the regular teaching faculty? (2) How, in spite of the necessity to quote policy and regulations, can a rule be stated succinctly, yet interestingly? (3) How can a regulation be presented in more understandable terms particularly to the newcomer? (4) Is the material logically organized? (5) Are topics easily located in the handbook? (6) Is liberal use made of illustration—charts and graphs?

The faculty handbook has established itself as an indispensable tool for keeping a teaching staff informed about the institution, providing faculty with a stronger sense of identification with the institution, and advising individuals of more effective ways to serve students. It would be extremely unfortunate if the effectiveness of this publication were endangered by a trend toward standardized, stereotyped statements of policy.

SOURCES OF UNIQUE OR EXTENSIVE COVERAGE OF TOPICS FOUND IN 1965-1966 FACULTY HANDBOOKS FROM SIXTY-ONE CALIFORNIA PUBLIC JUNIOR COLLEGES AND TWO ARIZONA PUBLIC JUNIOR COLLEGES

Division	Topic	Institution
I Introduction Preface	Statement of Appreciation to Faculty	City College of San Francisco
II History, Philosophy, Objectives	Trends in Development of Community	San Jose City College
	Educational Philosophy	Bakersfield College
	Philosophy of Instruction	Laney College
	Philosophy of Administration	Orange Coast College
	Role of the Junior College	Bakersfield College
	General Education	Yuba College
III Duties of Board and Administration	Who's Responsible: Index of Responsibilities	San Diego Colleges
	Go to Whom (for information)?	Long Beach City College
	Directory of Specific Administrative Functions	Chabot College
	How Can Administrators Help?	Antelope Valley College
	Legal Basis and Authority for the District	West Valley College
IV Duties of Staff other than Administration	Relationship between Instructor and Counselor	Merritt College
	Policies and Procedures governing Appointment of Department Chairmen	East Los Angeles College
V Extraclass Duties of Faculty	Responsibilities of the Organization Advisor	Citrus College
	Faculty Extra-Curricular Service	Mt. San Antonio College
	Guidepost Sheet for Subcommittee in Charge of Faculty Appointments to Committees	Santa Rosa Junior College
VI Student Personnel Services	Characteristics of an Entering Freshman Class (1959)	Bakersfield College
VII Procedural Information for Faculty	Guidelines for Making Teaching Assignments	Bakersfield College
	Faculty Orientation Handbook	Phoenix College
	Guide for Evaluating Papers in Junior College English Classes	Mt. San Jacinto College
	Evaluation of Student Achievement	Bakersfield College

Division	Topic	Institution
VIII Professional Information for Faculty	Instructor Employment and Orientation	College of San Mateo
	Political Activity: Utilization of Public Criticism	Grossmont College
	Policy Governing Sabbatical Leave	Orange Coast College
	Instructor Liability	Fullerton Junior College
	Guidelines for Preparing Course Outlines	Foothill College
	Teaching Load Policies	Foothill College
	Evaluation Procedures	Shasta College
IX General Regulations of the College	Library Bill of Rights	College of the Desert
	Credit by Examination	San Bernardino Valley College
	Official Manual for Foreign Students	Yuba College
	Teaching Religion	Chabot College
X Student Body Information	Student Government	Cerritos College
	Documents Bearing upon Student Conduct	Mt. San Jacinto College
	Associated Student Finances and Trips	Santa Monica City College
	Student Services Program	Cuesta College
	Publication Guidelines and Code of Ethics	Merced College
	Responsibilities of Students	Diablo Valley College
XI Miscellaneous	Qualities of Good Teaching	Vallejo Junior College
	Guide for Effective Community College Instructors	Shasta College
	What Students Expect of Their Instructors	Mt. San Jacinto College
	Some Methods of Instruction	Imperial Valley College
	At What Level Do You Teach?	Imperial Valley College
	About Studying	Imperial Valley College
	Administrative Intern	Bakersfield College
	Source Material on Two-Year Colleges	Merritt College
	Curriculum Development	Orange Coast College
	Academic Rank Policy	Rio Hondo College
	Academic Freedom	San Joaquin Delta College
	Effective Utilization of Student Assistants	Merced College
	Special Courses and Programs	Los Angeles Harbor College
	Television Instruction	San Bernardino Valley College
	Suggestions for Conducting the First Meeting of the Class	Los Angeles Harbor College
	Credit by Examination	American River Junior College
	What is an Advisory Committee?	College of the Redwoods